Estudiante- Rosa Morales

Leccion # 1

3-25- 13

Wilma Chapman

**TEKS**

**Science**

**(10)  Organisms and environments**. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

(A)  explore how structures and functions of plants and animals allow them to survive in a particular environment;

(C)  investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs.

**ELA**

**(8)  Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A)  sequence and summarize the plot's main events and explain their influence on future events;

(B)  describe the interaction of characters including their relationships and the changes they undergo; and

**(9)  Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.

**(3)  Reading/Fluency**. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with accuracy, expression, appropriate phrasing, and comprehension.

**(24)  Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to:

(A)  spell words with increased accuracy using orthographic rules, including:

(i)  words that use syllables with hard /r/ spelled as "r" or "rr," as in ratón and carro;

(ii)  words that use syllables with soft /r/ spelled as "r" and always between two vowels, as in pero and perro;

(iii)  words that use syllables with silent "h" (e.g., ahora, almohada);

(iv)  words that use syllables que-, qui-, as in queso and quito; gue-, gui-, as in guiso and juguete; and güe-, güi-, as in paragüero and agüita;

(vi)  words using "n" before "v" (e.g., invitación), "m" before "b" (e.g., cambiar), and "m" before "p" (e.g., comprar);

(C)  spell with increased accuracy the plural form of words ending in "z" by replacing the "z" with "c" before adding -es (e.g., capaz, capaces; raíz, raices);

**Objectives:**

* The student will investigate about the life cycle of the plants after reading the book of *La vida de las plantas*.
* The student will summarize the main point of the fiction story after the guided reading with the teacher.
* The student will understand, make inferences and draw conclusions after during the read aloud with the teacher.
* The student will read the stories using the correct intonation, expression, accuracy, and comprehension during the read aloud.
* The students will write the summary and the main ideas of the stories using the correct spelling when the words has de same sound like (c, s, z).
* The student will practice the spelling using magnetic letter and writing creating vocabulary cards.

**Activities**

1. Reading Comprehension
   1. Guided Reading, *La vida de las plantas*
   2. Use Organization charts
   3. Practicing Summarizing using short paragraphs
2. Reading Fluency
   1. Buddy reading, ¿Quién teme a la enredadera?
3. Written Communication
   1. The students will complete the KWL chart before the guided Reading
   2. The student will answer the summarizing questions
   3. The student will create vocabulary cards
4. Oral and written Spelling
   1. The student will play with the magnetic letters to practice the spelling of some words that have the same sound (c, s, z)

**Materials**

1. Paper
2. Pencil
3. Crayons
4. Organizational charts
5. Vocabulary cards
6. Magnetic letter
7. Construction paper
8. Scissors
9. Books

**Evaluation:**

* The teacher will observe and make notes during the comprehension and fluency activities
* The teacher will review what the student learned asking questions
* The teacher will practice the new vocabulary with the student